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**THE RELATIONSHIP BETWEEN STRESS, WORKLOAD, AND TIME
MANAGEMENT TOWARDS ACADEMIC PERFORMANCE AMONG WORKING
POSTGRADUATE STUDENT IN UUM**



Thesis Submitted to the School of Business Management,
Universiti Utara Malaysia

In Fulfilment of the Requirements for Master in Science (Management)



**Pusat Pengajian Pengurusan
Perniagaan**

SCHOOL OF BUSINESS MANAGEMENT

Universiti Utara Malaysia

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MANAGEMENT TOWARDS ACADEMIC PERFORMANCE
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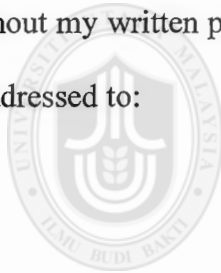
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ABSTRAK

Keseimbangan kerja adalah sangat penting kepada individu bagi memastikan keseimbangan terhadap pencapaian dan kepuasan dalam hidup mereka. Dalam konteks bekerja sambil belajar, terdapat aspek-aspek tertentu yang penting yang perlu diberi perhatian serius agar kedua-duanya boleh dilaksanakan dengan baik. Kajian ini dijalankan untuk menentukan hubungan tekanan, bebanan kerja, dan pengurusan masa terhadap prestasi pelajar pasca siswazah di Universiti Utara Malaysia (UUM). Data kajian daripada 103 pelajar pasca siswazah yang bekerja di Othman Yeop Abdullah (OYA) Siswazah Sekolah Perniagaan telah digunakan untuk mencapai objektif kajian ini. Keputusan regresi menunjukkan bahawa tekanan, bebanan kerja dan pengurusan masa adalah jelas dan positif berhubung kait dengan prestasi pelajar. Implikasi teori, praktikal, akademik dan peraturan tentang dapatan kajian ini telah dibincangkan secara terperinci. Oleh itu, kajian ini membuat kesimpulan bahawa keseimbangan kerja menjadi penghubung utama kepada prestasi pelajar separuh masa yang bekerja.

Kata Kunci: *Tekanan, bebanan kerja, pengurusan masa, prestasi pelajar, efikasi sendiri.*

ABSTRACT

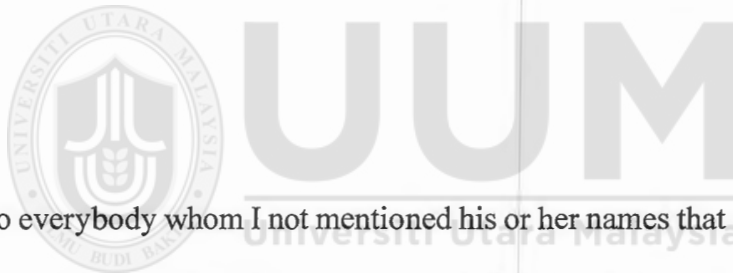
Work-life balance is very important for individuals to ensure a sense of balance of achievement and pleasure in their life. In the context of working while studying, there are certain important aspects that need to be taken seriously so that both can be done well. This study was conducted to determine the relationship of stress, workload, and time management towards academic performance among part time postgraduate student in Universiti Utara Malaysia (UUM). A survey data from 103 working postgraduate students of Othman Yeop Abdullah (OYA) Graduate School of Business were used in order to achieve the objective of this study. The regression results showed that the stress, workload and time management are significantly and positively related to the student performance. The implications of the theory, practical, academic and regulations of the findings in this study were discussed in detail. Therefore, this study concluded that the stress, workload and time management have become a vital link to the performance of part-time working students.

Keywords: *Stress, workload, time management, academic performance, student performance, self-efficacy*

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LIST OF ABBREVIATIONS

HEIs - Higher Education Institution

IPTA - Institut Pengajian Tinggi Awam

IPTS - Institut Pengajian Tinggi Swasta

OYA - Othman Yeop Abdullah

PhD - Doctor of Philosophy

UUM - Universiti Utara Malaysia




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CHAPTER 1

INTRODUCTION

In the 20th century, education plays a great role in everyone's life and it is also becomes one of major contribution to Malaysia. In order to get high achievement and prevalent life, it is crucial that people need to have a proper education. Besides, education not only create world class mentality but it also develops personality of the people, provides physical and mental standard, and transforms people's living status. Other than that, education promotes the feeling of physical, mental and social well-being by providing better life. Thus, good education is constructive in nature which constructs the future and it helps a person to improve status of mind, body and spirit.



According to Education Act 1996 in Malaysia, Malaysian Higher Education (HEIs) is responsible for providing learning opportunities to everyone either as part timer or full time student. HEIs plays crucial role in preserving the ecosystem on high quality education to develop individual potential to meet the mission of Malaysia which is according to Ministry of Higher Education (2018), "to sustain the higher education ecosystem in order to develop and enhance individual potential and fulfill the nation's aspiration". Therefore, it is become HEIs responsibility to increase the level of education standard in Malaysia by providing quality contents of subject and added value in each students.

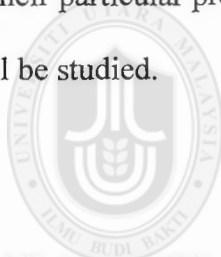
In generating human capital that is high in knowledge and have the expertise in all fields, governments has planned and drafting National Education Policy to increase the quality of human capital through national empowerment at higher education (Pisupati, B., 2018). On the other hand, higher education at national level play a very important role as the effort to

transform Malaysia to become a high income developed country that create people to become competitive and innovative. Thus, education institutions should always be undertaken through innovative approaches, which may require differential with conventional approaches. in order to increase the capacity of public and private higher education institutions.

According to Pelan Strategik Pengajian Tinggi Negara (PSPTN) report, the focus on Phase 2 is on improving access to higher education, which is the focus is specific given to access to postgraduate programme, that will be articulated in Halatuju Program Pascasiswazah in each Institut Pengajian Tinggi Awam (IPTA). In another words, by increase the number of postgraduate students at this stage will be able to contribute to national empowerment human capital to knowledgeable national consolidation direction society. Besides, expansion access to postgraduate programme will contribute to activity expansion such as research, development and innovation, with link that is close to economic growth in country.

Moreover, the involvement of all part of society in driving economic growth, can be seen through continuous learning, which is clearly stated objectives in Culture Lifelong Learning Plan. By implementation of this plan will enable all parts of society gain benefit from IPT that available in their respective communities for the purpose of raising knowledge and the acquisition of higher qualifications. All this effort give an opportunity to improve their standard of living in accordance with lifelong learning concept aspiration that aspired by the government.

However, the opportunity that is given to the community or workers for continue the study will affect to their daily routine. They need to be smart in order to balancing their life, responsibility towards work and study. Many issue rise when they cannot cope with the constrain and cannot balance between work and education such as do not have flexible time, stress and workload. Besides, part-time work and study influence both standardized test scores and grades and the number of hours that part-time students worked had a significant negative effect on their standardized performance levels and students were likely to have lower achievement scores than their peers if they worked longer hours. In addition, they have to balance between education and career to achieve their goals without aggravating the execution on study and work. This will be inconvenience to the performance of their particular profession and performance on study if not meet “work life balance” that will be studied.



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1.1 PROBLEM STATEMENT

As we can see, nowadays people tend to further their study to the higher level in generating human capital that have high knowledge and expertise in all fields. It is human beings when people want to improve their career prospects, update knowledge and upgrade their qualifications. Usually, people who want to further their study and at the same working usually intended to be a part time student which majority consists of postgraduate student. This is because they need to sustain their life and family.

Based on the interview with Madam Azian Nafiah, Senior Principal Assistant Register at Othman Yeop Abdullah Graduate School of Business, she said that many postgraduate students especially the part-timer students recorded as the highest statistics who did

decision to defer their studies. Most of the reason that given by them is they faced the pressure from academic learning with the short period of one semester. For my personal observation, things getting worst when a student takes core subjects in one semester as well as Research paper in the particular semester. Writing a research paper is so much pressure especially when the students need to face heavy workload at work during day time, and their body feel so tired during night time, which is the only free time got by working postgraduate students to do assignments. A lot of things need to be done but so limited time. Hence, many of working postgraduate students who decided to deferment their studies, because of this issue.

So, based on this issue, I decided to conduct a study stress, workload, and time management towards academic performance among postgraduate students at OYA. This problem has been addressed by working postgraduate student because they have to find a way to balance performance between study and work. For instance, they need to find time to do assignments and assessment given by lecturer to make sure they are submit on time before the submission date. Regarding time allocated for assignments as well as during examination period also become their obstacles because they need to push their body limit to make sure they stay focus and perform on the assignment that they are doing despite tiredness of their body for working during day time.

On top of that, students are facing with difficulties when balancing the multiple demands of work study and social activities. They have a lot of responsibilities that need to be done at one time. Working postgraduate students are facing with a lot of commitment in a day to balance their work, life and study. In order to continue the study and get excellent result,

high commitment needed from the postgraduate student to perform well in every semester. Thus, studying while working could be very challenging to the working postgraduate students and a few influences that give them obstacles are in term of stress, workload and time management.

Furthermore, there are some obstacles that working postgraduate student at Othman Yeop Abdullah (OYA) Graduate School of Business need to be face such as they need to fulfill their job requirements on weekend that normally classes will be held during weekend, thus causes them to skip the class. When this things happened, the student need to choose between career or studies, which is attributed the control of life careers and their learning because of the workload and stress. As a result, some of them make decision to defer their studies because of the pressure, responsibilities towards job and study despite limitation that they have faced.

A well implemented of work life balance will help part time students manage their work and study well. There are several demands are placed during the life of a student which is environmental conditions requiring effort on the part of the student to mobilize and manage requisite resources. Moreover, stress will occur when student cannot perform well. Organization also must considered seriously about work life balance to help their employee that choose study as a part time to balance work life without affecting their performance on study. Work life balance should be balance by looking at factors such as stress, workload and time management. These factors will contribute a positive outcome when employee has other commitment to maintain their work and study performance.

Other than that, employees who further their study as a part time student automatically increase their responsibility toward job, family, and a student at the same time. As a working postgraduate student, they have no choice but to manage their time very well and systematically, so that all the obstacles are not become burden to them. The increases of their responsibilities may affect their productivity, academic performance, and also their commitment to their organization to those working postgraduate students. Hence, a positive work life balance will help the working postgraduate student to control their work and schedules in balancing between the work, studies and life to improve performance in academic.

1.2 RESEARCH QUESTION

The researcher discover about the relationship between stress, workload and time management towards academic performance among working postgraduate student in School of Othaman Yeop Abdullah, Universiti Utara Malaysia. These are following question in order to support the objectives to study on academic performance among working postgraduate student.

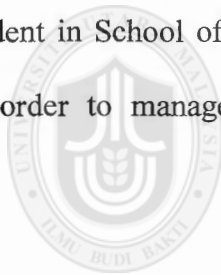
- I. Does stress has relationship with academic performance?
- II. Does workload has relationship with academic performance?
- III. Does time management has relationship with academic performance?

1.3 RESEARCH OBJECTIVE

- I. To identify the relationship between stress and academic performance.
- II. To identify the relationship between workload and academic performance.
- III. To identify the relationship between time management and academic performance.

1.4 SIGNIFICANT OF STUDY

This study benefits individual and university because it focused on the academic performance of postgraduate student. This study also creates awareness among the working postgraduate students about the importance to balance their life and study. Working postgraduate student that had commitment with their work should be considered in managing their life. Working postgraduate student that understand and practicing life balance will be able and effectively manage multiple responsibilities at home, work and in the community without any regret. The study will enable the researcher to make recommendations and guidelines as well as to develop programme to the working postgraduate student in School of Othman Yeop Abdullah in order to improve academic performance in order to manage their stress, organizing workloads as well as time management.



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1.5 SCOPE OF THE STUDY

This study aimed to focus on the employees who further their study towards their performance on learning. The study concentrated on working postgraduate student at School of Othman Yeop Abdullah, University Utara Malaysia (UUM). Specifically, the study focuses on the way student manage and balance their life to fulfil the demand of their work, life and study.

1.6 LIMITATION OF STUDY

The type of this research was correlation. The researcher examined the relationship between stress, workload, and time management toward academic performance among working postgraduate student in Universiti Utara Malaysia (UUM). How the element of stress, workload and time management affected the academic performance. This study is limited to only working postgraduate student under School of Othman Yeop Abdullah (OYA) only. This research only focused on working postgraduate student because of the limitation of time. A great deal of effort has been put on the data collection and analysis. Other than that, this data collection having a problem because students generally are not serious when answers the questions and providing the responses.



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1.7 DEFINITION OF TERM

1.7.1 Stress

Stress is a term that almost everybody from all walks of life knows and uses, yet understanding and assessing stress is a complex task. It is often loosely used to refer to any situation that evokes negative thoughts and feelings in a person. The same situation is not evocative or stressful for all people, and all people do not experience the same negative thoughts and feelings when stressed (Whitman, 1984).

1.7.2 Workload

Workload is defined as the amount of work which an individual has to finish within a given period and excessive workload or role overload is one of the job or task related stressors stressors (Penny & Spector, 2005).

1.7.3 Time Management

According to Gerald (2002) stated that time management as a set of principles, practices, skills, tools and systems that work together to help you get more value out of your time with the aim of improving the quality of your life.

1.7.4 Academic Performance

According to Armstrong (2006), the academic performance also related to what is valued in the learning and there are two main areas which is academic content that refers to specific knowledge in different subject and academic skills refers to the learned ability to carry out a task.



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CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter explains on the previous and relevant literature regarding the study from the various sources. The literature review discussed on all the information that is needed in the study. The literature review of the stress, workload, time management and academic performance among working postgraduate students.

2.2 ACADEMIC PERFORMANCE

Papageorgiou and Halabi (2014) conducted a study on factor contributing toward student performance in a distance education accounting degree. The focus on the effects of five determinants of performance in students who completed three years of financial accounting to obtain a Bachelor of Accounting Science degree by distance education through the University of South Africa. The study revealed that, mathematics background and academic ability are both significantly associated with student performance, throughout the financial accounting subjects. However, there is an important trade-off that should be taken into account when taking the decision to work while studying, since this could divert students' effort away from academic learning, which in turn might have a negative effect on employability.

According to Antono & Alessia (2016), investigated about the (academics) cost and (employment) benefits of working experience before graduation have been the object of the wide range of studies during last decades. The underlying mechanisms behind the relationship between working while studying and either academic or labour market

performance can be inferred from the theoretical literature. Besides, Human Capital Theories predict a positive relationship between working while studying and future labour market outcomes. This is because employment increases students' general and specific human capital, through the acquisition of relevant work experience and skills that are positively valued by the employers (Becker, 1964).

However, in concerning academics outcomes, Theory of Allocation Time (Becker, 1965) points to a negative effect on the academic performance of students who jointly work and study, since working might affect the time dedicated to academic learning and activities (Buscha et. al., 2012, Dustmann and van Soest, 2007, Kalenkoski and Pabilonia, 2010). Nonetheless, students who are involved in working activities while in college might not necessarily have a lower academic performance than full-time students if they are able to efficiently organize their time allocation, as in case of substituting leisure for labour (Dundes and Marx, 2006, Butler, 2007).

On the other hand, an excessive workload can have a harmful effect not only on the students' academic performance but also psychologically and physically. Combining work and study can also have negative effect on the students' mental health such as stress and fatigue, leading to worsening performance in class. Rolfe (2002) reports that United Kingdom students believe that the excessive and unsocial hours of part-time work sometimes lead to tiredness and depression.

Meanwhile, Callaghan and Papageorgiou (2015), analyze on the gender differences in locus of control and student performance in the South African context of accounting student. The study targeted to test the theory that predicts differences in locus of control (LOC) by gender and also the relationships between LOC and the performance of accounting students in a large South African university. The outcome of the study is female accounting students exhibit higher LOC in all the three classes.

However, females were therefore found to have fundamentally larger amounts of both LOC and understudy execution; yet, the majority of tested items were not found in their affiliations, and aggregate LOC was not observed to be connected with higher performance for female or male understudies. Certain individual items were, be that as it may, observed to be connected with performance for male understudies.

Next, Hinck and Ahmed (2015) investigated on the effect of anticipatory emotions on students performance in marketing simulation. The study concentrated to find the effects of goal-directed feelings on student's performance in marketing simulations. The outcome lead to positive and negative anticipatory feelings intervene the relationship between individual stakes and volition and decide student motivation, behaviour and real performance independently from re-enactment plan, recreation environment and intellectual identity attributes of the members. Implications for teachers incorporate the requirement for dynamic quest for expectant feeling advancement.

Different from Mooi (2006), the study was discussing on a study about self efficacy and student performance in an accounting course. This study focus on the impact of student

characteristic on self efficacy and how it relates to performance. In this study, self efficacy is operationalized as the distinction in the middle of genuine and anticipated examination execution. Expectation mistakes in the last examination marks (MERR) and forecast blunder in the general course review (GERR) of a second year administration bookkeeping course are utilized as measures of self efficacy.

Unlike from Nair, Murdoch and Mertova (2011), the study examined the role of the student experience in collecting students' perceptions of their experiences in studying at an offshore campus of an Australian University, compared with the experiences of the University's students in Australia. The study found that, higher satisfaction rates for different aspects of student learning experience were identified at the overseas campus in comparison with the whole institution.

Next, Adam and Nel (2009) conducted a study on student's perception and performance on blended and online learning. The study been concentrating to improve educator knowledge of the antecedents and consequences of blended learning in higher education. The study showed that, there the situations where integrated use of blended learning involving face-to-face teaching, digital media and digital communication with simple navigation between the content items leads to positive student perceptions and it is contrast to negative student perceptions in the situation where learners must navigate in online learning, and where there is little or no face-to-face instruction.

On the one hand, Kanapathippillai et. al. (2012), investigated on the impact of a computerize consolidation accounting package (CCAP) on student performance. The study investigated the association between the use of a computerised learning tool (specifically designed to teach consolidation accounting) and student performance in the final examination of an undergraduate accounting unit on Corporate Accounting. The study shows there are a positive and significant relationship between the computerised accounting assignment on consolidated accounting (linked to usage of the computerised tool) and the consolidation question in the final examination.

Other than that, Baird and Narayan (2010) conducted a study on the effect of a change teaching structure on student performance. This study assess the adequacy of an adjustment in showing structure in enhancing the performance of students in an introductory management accounting subject at an Australian establishment. The outcomes uncovered that the new showing structure (a two-hour workshop-based instructional exercise and a one-hour lecture every week) enhanced student examination results about fundamentally in correlation to the past "conventional" methodology.

Then, Garger, Thomas and Jacques (2010) conducted a study to confirm the predictive validity of several antecedents to students' early perceptions of future performance in collegiate courses. The study showed that students' internal locus of control predicted student perceptions of social integration, academic self-concept and grade point average (GPA) and social integration significantly predicted academic self-concept. Moreover, academic self-concept significantly predicted early perceptions of expected grade beyond the student's current level of performance as measured by his or her current GPA.

In Malaysian context, Norzaidi and Salwani (2009) conducted a study on evaluating technology resistance and technology satisfaction and also internet usage on students' performance. The study reveals that, the structural equation modelling (SEM) results show that innovation fulfilment and the web use essentially clarifies the fluctuation on students' performance. Task technology fit is not an indicator of innovation resistance but rather it predicts the web utilization. The web use has more noteworthy effect on innovation fulfilment than innovation fulfilment on the web use. At last, innovation resistance is not an indicator of students' performance.

Meanwhile, Maksy and Zheng (2008) examine the factors that associated with student performance in advance accounting and auditing courses. The study showed that, the grade of student might want to make in the course was observed to be altogether connected with student performance, yet goal to take the CPA exam or go to master's level college were most certainly not. Self-perceived reading and listening abilities had moderate to strong associations with student performance, but self-perceived writing and math abilities did not. At last, holding non-accounting-related job, working high quantities of hours every week, and tackling higher course stacks amid the semester are elements which were, shockingly, not altogether corresponded with students' performance.

Then, Alfian and Othman (2005) identified undergraduate students' performance in the Faculty of Business and Accountancy, University of Malaya and the factors influencing the performance of the undergraduate students. The study found that shows that the predictor variables do explain the variance in the students' final CGPA. In addition, it was found

that knowledge prior to entering the university such as economics, mathematics and accounting is crucial in assisting the students in undertaking the courses in both business and accounting programme. Other than that, the study also discloses that female students perform better than male students; whereas Chinese students perform better than Malay and Indian students.

A number of researchers, for example, found that hard work built stronger academic character because it taught the students time-management skills, gave them experience outside of the classroom, more confidence and provided them with more satisfaction in college (Pennington, Zvonkovic, & Wilson, 1989). Research also indicates that too many hours of work increases fatigue and may cause lower academic performance. They also stated that students who work more than 20 hours changed their sleeping patterns resulting in later bedtimes, shorter sleeps, possibility of falling asleep during class, late arrivals at school or missing lectures.

From the above discussion, working while studying can have a good impact on the students especially if the work is course-related. This is because students can have a glimpse of their future job and determine whether they actually like that particular career path. Also, it can help students improve time management skills and become more efficient. Parents and educators are in favour of employment amongst students because they believe that employment 'builds character' (Greenberger and Steinberg, 1986).

2.3 STRESS

In order to equip graduates with the required knowledge to cope with stress affected by the risky and intensified nature of contemporary jobs, post-secondary educational institutions in Greece have merged into their curriculum modules related to occupational stress management (Panagiotakopoulos, 2014). The study analyzed that training provision in Greek post-secondary education is least organized for students regarding work-related stress management. Besides, stress management education also is not constitute in the curriculum as part of a key skills development scheme.

On the other hand, Strutton and Tran (2014) conducted a study on how to convert bad stress into good. The study analyzed three methodologies that supervisors should apply to channel formerly bad stress factors and fears into positive productively motivated behaviors as well as shows that the intended choice to manage through impossibility. This is because bad stresses actually could offers managers actual tools through which they could convert the threatening stresses into challenging into motivating and get rid of anxieties.

In contrast, Mosadeghrad (2014) analyzed a study on occupational stress and its consequences. The study focused to find out the status of occupational stress among hospital employees and intentional to expose the harmful effects of occupational stress on employees' health and well-being. The outcome indicate that working environment, job related, organizational and interpersonal factors were lead to occupational stress. In addition, the major sources of occupational stress found based on the study were inequality at work, inadequate pay, too much workloads, staff shortage, poor promotion and

recognition, time pressure, job insecurity and lack of management support. Similarly to Shiralkar, Harris, Folensbee, Coverdale, and Franzcp (2013) which conducted a study on hospitality field. The study identify on medical students experience the stress during training. As the result, academics leader finally recognize the importance of developing stress- management programs for medical students.

According to Smollan (2015) found that stressors possibly change unfolded over time through the study conducted and it also defines what directed to differences in stress levels. The study indicate that changing phase was the most stressful for most respondents because of the job insecurity and it handled with inadequate consultation, information and support. Besides, stress also increased after the change because usually there is additional demands that always needed to be met with fewer resources despite the stress of others appeared as a new category of stressor during the evolution stage.

Furthermore, George and Zakkariya (2015) observe whether job satisfaction and job-related stress differ among employees of different banking sectors. The results indicate that workers of various areas of bank have different level of employment related anxiety and occupation fulfillment. However, further it was uncovered that open segment banks have lower occupation related anxiety compared to private segment banks and new era banks as well as higher employment fulfillment when contrasted with new era banks.

In addition, a study on academic-related stress among private secondary school in India conducted by Deb and Sun (2014) identifies that the prevalence of academic stress and exam anxiety among private secondary school students in India the relationship with

financial and study-related factors. As a result, the study reveals that all students reported high levels of academic stress; despite those who had lower evaluations reported more elevated amounts of anxiety compared to those with higher evaluations. Besides, understudies who occupied with additional educational module exercises will probably report exam uneasiness than the individuals who did not take part in additional educational module exercises.

On the other hand, Stevenson and Harper (2006) also conducted approximately study with Deb et. al (2014) which is examines the relationship between stress and students' performance. The study found the possible effects of workplace stress in academics on the student learning experience which anxiety can be seen to affect both adversely and decidedly on the understudy learning knowledge. Nevertheless, some of the respondents viewed themselves as to be extensively or to a great degree pushed and comparative levels see that stretch causes their educating to be "less than impressive" which this way apparently affecting adversely on the understudy learning knowledge.

However, it is different from Delargy and Chatten (2005), the study analyze on the consequence of poor stress, time, and knowledge management that can lead to poor performance and also discover a proactive approach to prevent the stress as well as effective time and knowledge management. The HR function can play a key part in both these viewpoints. For instance, it should be encouraging that self-knowledge, and in the process developing the organization's information base on an individual basis. While from an organizational perspective, it should be performing the ever- difficult task of identifying

the key competencies which will be undesirable leakage of information if employees are stressed or disaffected.

Subsequently, Jogaratnam and Buchanan (2004) conducted a study on stress and employed stressors among student-employees that enrolled in hospitality programs while concurrently employed in the hospitality industry and the results shows that no contrast differences in stress ratings based on hours worked per week, GPA or the number of jobs held. Nevertheless, females, freshmen and full-time (versus part-time) students reported a greater degree of exposure to stressors.

Other than that, Johnson, Cooper, Cortwright, Donald, Taylor, and Millet (2005) investigated on the experience of work-related stress across occupation. Discussions and comparison are made between 26 different occupations on each measures such as psychological well-being, physical health and job satisfaction are the related variables. Besides, the relationship between physical and psychological stress and job satisfaction at an occupational level is also discovered. Therefore, the high passionate work connected with the high stress employments is examined as a potential causal element.

Additionally, Fairbrother and Warn (2003) conducted a similar study on stress, workplace dimension and job satisfaction. The results shown that a general model of stress is unhelpful in distinguishing the predictors of stress and job satisfaction in specific job contexts. Otherwise, the authors recommend identifying salient workplace dimensions rather than a broad-brush approach when seeking workplace associations with stress. However, Hede (2010) study on the dynamics of mindfulness in managing emotion and

stress which the study targets to review the concept of mindfulness and to show how it can be extended from psychology into management.

Meanwhile, Chen and Silverthone (2008) study the relationships between locus of control and the work-related behavioural measures of job stress, job satisfaction and job performance in Taiwan. The study found that, one aspect of an accountants' personality, as measured by locus of control, plays a crucial role in expecting in the level of job satisfaction, stress and performance in CPA firms in Taiwan which concluded that individuals with a higher internal locus of control are more likely to have lower levels of job stress and higher levels of job performance and satisfaction.

Raitano and Kleiner (2004) conducted a study on stressors, diagnosis, and preventative measures of stress management. The high enthusiastic work connected with the high stress jobs such as continuous process of monitoring, diagnosing, and prevention of excessive stressors that harmful affects employees, managers, and productivity. Thus, stress management in each employees is very crucial and it is a part of manager's responsibility to supervise as well as control that.

Lastly, Bell, Rajendran and Theiler (2012) analyze a study on job stress, work-life balance, wellbeing and work conflict among Australian academics. It is found that the high levels of perceived job pressure stress and job threat stress would predict the increasing levels of work-life conflict, and decreased the levels of work-life balance. On the other hand, they also investigated on the myth or reality for student life balance which the study aims to develop a scale for assessing the concept of student life balance.

Subsequently, in Malaysian context, Idris, Dollard and Winefield (2010) studied that the causes and results of job stress in Malaysia and make a comparison in the middle of Western and Eastern points of view. A grounded theory approach were using in the study and the result found that, although most of respondents saw that individual variables play a critical part in work stress, hierarchical components appeared to be the prevailing element distinguished that adds to work stress. Despite, respondents also perceived the individual as key to stress reduction rather than management involvement.

2.3.1 Relationship between stress and academic performance among working postgraduate students

Research on student stress dates back to the last century, to David Mechanic's 1962 book *Students under Stress. A Study in the Social Psychology of Adaptation*. The study investigated the reaction of 20 graduate students taking departmental written examinations by examining responses to stress and technique of adaptation. Since then, psychological stress among college students has received a lot of attention. Most of the studies performed by different universities focus on identifying types of stress experiences by different subgroups of students (e.g according to the field of study, first-year students, race-ethnicity, sexual orientation and holding a job while going to school). In addition to sources and experiences of stress, other studies focus on college students' strategies for coping with stress.

Working students faced many challenges such as they must balance work, school, extracurricular activities and personal life. Several studies reflected the fact that this balancing act goes hand-in-hand with the level of stress. Moreover, in order to offer

financial independence and satisfaction, a job provides both training and experiences and helps students develop time management and confident skills. Besides, working teaches students about responsibility and can reinforce what they are learning in school. On the other hand, experts agree that students who work more than 15 to 20 hours per week often experience decreased academic performance, which can lead to dropping out of school entirely. Despite, working long hours can also limit opportunities to build friendships and explore interests to enhance intellectual and emotional development.

2.4 WORKLOAD

Workload refers to the intensity of job assignments. It is a source of mental stress for employees. As defined by Robbins and Judge (2014), change in workload tends to change the stress level of employees, which ultimately affects the performance of employees. This aspect refers to the degree of stress experienced by individuals due to the conception that they are unable to adapt or be active with the amount of work assigned to them (Idris, 2011). Workload can be classified into two categories which are role overload and role lower load.

Role overload is when individuals are expected to do over than available time, resources and their capabilities, individuals face many expectations from direct boss, subordinates, colleagues, top management, local community and so on and it is also can be quantitative or qualitative (Trayambak et. al., 2012), qualitative takes place when individuals do not have sufficient abilities to do work, while quantitative task happens when individuals have huge tasks to do or too time and duties of the role are less than the level of individual capabilities, which generates bored feeling or stress, in both last cases, individuals face job

stress, in the first case they may be afraid, tensions and fear not lead their expected duties, and in the second they feel small work or lack of its importance, so this will lead to job stress.

According to Maslach, Jackson, and Leiter (1996), increasing workloads contribute to ongoing relationship with burnout such as emotional collapse. Demands or work exposed to stress which makes people have inadequate time and support to fully recover from the stress. As stated by Burgen (2015) investigated a study on the effect of workload on quantitative and qualitative job performance. Outcome of the study shows that workload can give impact performance of employee in different levels and it is crucial for firms to assess the effect of this in order to improve the capacity of decisions. Hence, organization need to balance the workload in order to be able to maximize the performance of their workers.

Work will create pressures when it exceeds an individual's capacity level (French, 1972). It perceived as a very serious and obvious problem working postgraduate students. This is because worker stress can affect individual's job performance and achievement of the company as well as academic performance in their studies.

However, there are some general processes such as working very hard within normal hours can cause tiredness, working very long hours for prolonged periods can lead to fatigue and further problems outside work, repeatedly trying to complete tasks that are impossible within time limits or available resources may cause anxiety and frustration, regularly failing to meet deadlines may lead to a sense of helplessness or depression, not being given

clear guidance about what a particular task involves can lead to frustration and confusion, accidents and mistakes are more likely to occur when people are tired or working very quickly to meet deadlines. Tiredness sabotages creativity, focus, problem solving, genuine attention to tasks, and meaningful, heart-felt work (Maslach & Leiter, 1997). Evident gains in productivity are misleading and impermanent because increasing workload is linked to energy reduction and potentially, burnout (Leiter & Maslach, 2004; Maslach, Schaufeli & Leiter, 2001; Schaufeli & Enzmann, 1998).

On the other hand, Molino, Cortes, Bakker, and Ghislieri (2015) investigated about either recovery experiences moderate the relationship between or work-family conflict or not. This paper analyze the role of four recovery experiences such as psychological detachment from work, mastery, relaxation and control in preventing work-family conflict (WFC). On the basis of WFC and recovery theories specifically, the authors hypothesized that workload would be positively related to WFC, and that recovery experiences would moderate this relationship. Besides, the study also found that, there a positive relationship of workload with WFC. Hence, the relationship between workload and WFC was particularly strong under condition of low (vs. high) psychological detachment, low relaxation, and low control.

Otherwise, based on Young, Gibson Patrington, and Wetherell (2013) have done a study on the anxiety, stress, and perceived workload during command and control simulated fire service training environment. The study found out that, there are no significant changes in state anxiety were observed. However, levels of stress and perceived workload were related

to task roles. In particular, ICs reported the greatest levels of mental and temporal demands and stress when compared with entry control officer (ECOs).

Lastly, Hendry, Huang and Stevenson (2013) identified the workload control on successful implementation taking a contingency-based view of production planning and control. The study is to present a successful implementation of a comprehensive workload control (WLC) concept and to describe the associated implementation process. In addition, the study also empirically demonstrates performance improvements resulting from WLC alongside a detailed discussion of the implementation process.

In related into this study, workloads that need to be face by working postgraduate students at their workplace could give impact in their academic performance such as performance in doing assignments, commitment and contribution towards group assignments as well as preparation for final examination. This is because heavy workloads faced by them makes them tired during night time which the only free time they have in doing assignments. There are some students who is not working during office hour which is from 8 a.m until 5 p.m. For instance, they have morning and night shift. This is not only affecting their body clock but also affect how they manage their time in order to complete the assignments despite the workloads at office. When body is tired, mind cannot be perform very well because body want to rest. Working postgraduate students often feel like they are lack of idea in doing their assignment, thus affecting their carry marks in assessment for the particular semester.

2.4.1 Relationship between workload and academic performance of working postgraduate students.

A study conducted by Yoshiki *et. al.*, (2015) revealed that there is indeed a significant relationship between overall workload of a working engineering student to their academic performance and it is proved by using Computed Pearson product-moment correlation that implies the two variables are moderately correlated which means that factors affecting workload can have an effect to the students' academic performance as well. Besides, any changes and alteration in lifestyle, health, academic unit load, and current standing can influence academic performance due to its physiological and psychological effects to learning. Rating of working and non-working students yield a significant difference implying that the two groups have different workloads and academic results. This is because in working students, they have higher workload while their academic performance is lower compared to non-working students.

2.5 TIME MANAGEMENT

Time management among university students is a broad topic that encompasses a wide range of activities and trade offs. The issue of how much time students are allocating for academic work is a complicated area to analyze because of the variations in academic assignments across different universities and disciplines, as well as the differences in coursework from week to week and semester to semester, but it has been prove that, across the board, the number of hours that students spend on academics fell from 40 hours a week in 1961 to about 27 hours a week in 2003 (Babcorks and Marks, 2011). They posit that this reflects enrolling in university has less of an opportunity cost in today's world, as a result of advances in technology allowing for easier access to academic information. It has not

yet been determined how continued technological improvements have affected this downward trend in study time since 2003.

However, aside from aiding access to information, this technology also presents in competing share in students' time that can take away from academics (Hanson *et. al.*, 2011). This is because it provide "short cuts" for students with a time budget, but decreases their overall retention rates and with them, their human capital which is the conclusion that Babcorks and Marks shared.

Besides, all these researchers are all in consensus that greater amount of time spent on academics aid students' courses success, as well as their overall retention rates, leading to their improved satisfaction with their university experience and an increase in their human capital (Svanum & Bigatti, 2006, Gabraith & Meril 2012, Reynolds 2013). The changing atmosphere of universities today, with many online and commuting students, and students who have to work to pay their way through university, has created a dynamic environment that challenges each students' time management skills. Students attending university for the first time are faced with an unfamiliar situation that, for many, gives them sole responsibility for their academic success, their financial commitments, and their time use, with little accountability or guidance, but with harsh consequences if they fail to rise to the challenge. To better understand this generation of university students, it would be beneficial to look at the break down of how different groups use their time, and what factors impact how much of it that they spend on academics.

Time management is more about using time judiciously rather than managing time (Rao, 2014). Cleasseness, Eerde, Rutte, and Roe (2005) conducted a study on a review of time management literature. The study provided an overview for those interested in the current state-of-the-art in time management research. The study demonstrated that, the survey exhibits that time management practices relate positively to perceived control of time, job satisfaction, and well-being, and negatively to stress. The association with work and scholarly execution is not clear. Time management training appears to improve time management abilities, however this doesn't consequently exchange to better performance.

Wu and Passerini (2013) conducted a study on uncovering knowledge-based time management and the implication to the project management. The study aimed to know the individual perceptions of time and time management strategies that professionals utilize to achieve their productivity in the execution of their daily tasks, projects and routines. The study found that, both explicit and tacit practices of individual time management are a vital segment of how experts complete the project within their everyday schedules. Hence, project managers have an important role in driving an effective project, and their time orientations specifically influence all project stages.

Next, Delargy and Chatten (2006), have done a study on human resources roles and the parameters of knowledge, stress and time. The study initiate that the impacts of poor stress, time and knowledge management can compound to create a inhumane circle of poor performance. Therefore, managing the virtuous circle of time, knowledge and stress will become ever more critical. However, it is different from Guoqing and Yongxin (2000), the study investigated on the gender differences of China's managers in time management. The

study shows that, there was no relationship between male and female managers in the serious degree of each wasting time factor. All managers are focus on self-improving fulfill their responsibilities and balance between work and life.

In addition, Carr and Hancock (2006) discussed on a study about space and time in organizational change management. The study focus on introduce the manner in which management and organization theory have viewed space and time as significant resources and to put forward a number of more contemporary views as to how space and time is both managed and experienced. The study reveals that conceptions of space and time are fundamental to the manner in which organizations are managed and organized and are a symbolic order inter-related to themes of power and control.

Besides, Foury (2013) conducted a study on getting works done on time. The study focused on an important issue in all workplace settings where the emphasis is on productivity, time management and creativity: getting innovative, and high quality work. However, there might be simplistic solutions on offer to get work done on time for instance the use of productivity and time management according to tight schedules. The results from the study shows that, there might be simplistic solutions on offer to get work done on time such as the use of productivity and time management tools.

Next, Smith and Zagelmeyer (2010) conducted a study about working time management and Medium-Size Enterprise (SME) performance in Europe. The study focused on to explore the management of working time flexibility and firm performance, measured by operating hours, in small and medium-sized enterprises (SMEs) in Europe and found that,

the study show the positive relationship between company size and operating times and how SMEs make more limited use of more advanced forms of working-time organisation that may allow them to extend their operating hours.

On the other hand, Jones and Hood (2010) revealed a study on effective time management for improved performance. The study focus on how effective time management can lead to improved personal and organizational performance. The study finds that the nature of information has changed from face-to-face to staring at computer screens.

2.4.1 Relationship between time management and academic performance of working postgraduate students.

In contrast, Sun and Yang (2009) have be done a study on student pressure, time management and effective learning. Student pressure and the relationship between their routine time management and their learning outcomes in three different types of higher secondary schools at Shenyang, China are the main focus on the study. The study found that there is a relationship between student time management and the students learning.

Besides, throughout each semester, students have to make compromises about how they utilize their time, and exactly how much of it they will spend on academic work (Galbraith and Merrill, 2012). They explained that in order to manage “burn-out” over the semester, as well as their efficacy, students have to make a trade-offs between work and academics because of the competing time demands of each field, which results in an overall dramatic increase in cynicism by end of each semester. Aside from exhaustion and cynicism, the

strain of how much time students allocate to academics has a significant negative impact on their final grades (Svanum and Bigatti, 2006).

2.5 SUMMARY

In summary, this literature review chapter has been discussed on the past empirical research that has been done in three independent variables and dependent variables which are stress, workload, time management and working students' performance. The next chapter three will discuss details about methodology that will be used in this study.



UUM
Universiti Utara Malaysia

CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

This chapter explains the methodology involves in finding the answer of research question. This chapter discusses about research framework, hypothesis statement, research design, measurement of variables, data collection and sampling.

3.2 THEORETICAL FRAMEWORK

The research framework of this study is to examine the relationship and effect on the factors influencing stress, workload, and time management among working postgraduate students in OYA, UUM. The research framework is based on the literature as previous discussion on chapter two. The independent variables are stress, workload, and time management. Meanwhile, the dependent variable is academic performance of working postgraduate students as in figure 3.1 below:

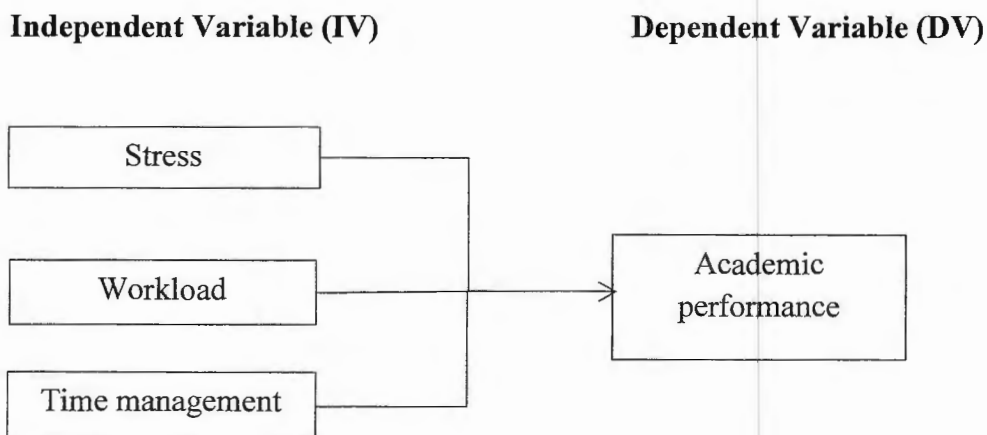


Figure 3.1: *Research Framework*

3.3 HYPOTHESIS STATEMENT

Research Question 1

Does stress has relationship with academic student performance?

H₀: There is no positive and significant relationship between stress and student performance.

H₁: There is significant relationship between stress and academic performance among working postgraduate students.

Research Question 2

Does workload has relationship with academic student performance?

H₀: There is no positive and significant relationship between workload and student performance.

H₂: There is significant relationship between workload and academic performance among working postgraduate students.

Research Question 3

Does time management has relationship with academic student performance?

H₀: There is no positive and significant relationship between workload and student performance.

H₃: There is significant relationship between time management and academic performance among working postgraduate students.

3.4 RESEARCH DESIGN

This quantitative study developed a descriptive study in order to explore the impact or work life balance towards student performance. The respondents were asked about stress, workload and time management that give an impact to their learning performance. This study examined three independent variable which are stress, workload, and time management while the dependent variable is student performance.

3.5 POPULATION

According to Sekaran and Bougie (2010), population refers to the entire group of people, events or things of interest that the researcher wishes to investigate. Population of this study is part time master students at School of Othman Yeop Abdullah, UUM. The total numbers of working master students in management (coursework) at OYA about 124 peoples for current semester (second semester 2018) based on data student under OYA as at 28th November 2018.

3.5.1 Sampling

According to Sekaran and Bougie (2010), sampling is the process of selecting units for instance people or organization that from a population of interest by studying sample for generalizing result. Sampling frame of this study focused on working master in Science (Management) students at School of Othman Yeop Abdullah, University Utara Malaysia (UUM). There are two types of sampling known as probability and non probability sampling. According to Salkind (2012), there are numerous techniques that can be used in probability sampling such as simple random sampling, systematic sampling, stratifies sampling and cluster sampling.

3.5.2 Sampling Size

The sample size representative of the working students in this study is 103. It is determine based on the Krejcie and Morgan's sample size calculation which same as using the Krejcie and Morgan's sample size determination table. The sample size determination Table 3.2 is derivative from the sample size calculation which expressed as below equation (3.1) (Krejcie and Morgan, 1970). The Krejcie and Morgan's sample size calculation was based on $p = 0.05$ where the probability of committing type I error is less than 5 % orp.

$$s = \frac{X^2 NP(1-P)}{d^2 (N-1)} + X^2 P(1-P) \quad (3.1)$$

where,

s = required sample size. the table value of chi-square for 1 degree of freedom at the desired confidence level ($0.05 = 3.841$).

N = the population size.

P = the population proportion (assumed to be 0.50 since this would provide the maximum sample size.

d = the degree of accuracy expressed as proportion (0.05).

Table 3.2: Krejcie and Morgan's sample size determination table

Population	Sample
10	10
15	14
20	19
25	24
30	28
35	32
40	36
45	40
50	44
55	48
60	52
65	56
70	59
75	63
80	66
85	70

90	73
95	76
100	80
110	86
120	92
130	97

Source: Adapted from (Krejcie and Morgan, 1970)

3.5.3 Sampling Technique

In determine the sampling technique in this survey the simple random sampling strategies was used. It was because in the simple random sampling strategies, the population was heterogeneous and contained different groups that some of where were related to this topic of study. A simple random sampling technique was showed assure each element in the population of an equal chance of being included in the sample from this survey.

3.6 MEASUREMENT OF VARIABLES

This study used the questionnaire instrument and it was adapted for the purpose of this study. The questionnaire consists of two variables, dependent and independent variables. Dependent variable in this study is academic performance among working postgraduate students in OYA, UUM. Whereas independent variables are stress, workload and time management. Besides, the demographic information also was included in the questionnaire for this study.

Table 3.3: Five points of Likert Scale

Range of Point Scale	Meaning of Scale
1	Strongly disagree
2	Disagree
3	Uncertainty
4	Agree
5	Strongly agree

Source: Sekaran (2003)

From the previous literature, the scales of the study of Likert scale were adopted (Sekaran, 2003). Respondents were asked to score each question and indicate their degree of relative agreement level along a five point, Likert-type scale: strongly disagree=1; disagree=2; uncertainty=3, agree=4; and strongly agree=5. The Likert-scale was used to determine the level of agreement or disagreement the statement on five point scale. Based on Dawes (2008), the statement is usually measure with five, seven, or nine response levels to collect data for the research (Cooper, 2008). Each section and instrument was tested using Croanbach's alpha for reliability.

The component of variables and sources of the questionnaire can be shown in Table 3.4 below:

Section	Items	Sources
A Demographic	1. Gender 2. Age 3. Marital Status 4. Working period 5. Programme of studies 6. Occupation 7. Current CGPA 8. Financial Support	
B Stress	1. I frequently bring work home at night. 2. I have not enough hours in the day to do all the things that I must do. 3. I deny or ignore problems in the hope that they will go away. 4. I do the jobs myself to ensure they are done properly. 5. I underestimate how long it takes to do things. 6. I feel that there are too many deadlines in my work or life that are difficult to meet. 7. My self-confidence or self-esteem is lower than I would like it to be. 8. I frequently have guilty feelings if I relax and	The instruments were tested by Spiers (2003).

	<p>do nothing.</p> <p>9. I find myself thinking about problems even if I am supposed to be relaxing.</p> <p>10. I feel fatigue or tired even when I wake after an adequate sleep.</p> <p>11. I experience mood swings, difficulty making decisions, concentration and memory is impaired.</p> <p>12. I am unable to perform tasks as well as I used to, my judgment is clouded or not as good as it was.</p>	
<p>C</p> <p>Workload</p>	<p>1. I do not have time to do the work that must be done.</p> <p>2. I work intensely for prolonged periods of time.</p> <p>3. After work I come home too tired to do the things I like to do.</p> <p>4. I have so much work to do on the job that it takes me away from my personal interest.</p> <p>5. I have enough time to do what is important.</p> <p>6. I leave my work behind when I go home at the end of the workday.</p>	<p>The instruments were tested by Ayapong and Ansah (2012)</p>
<p>D</p> <p>Time management</p>	<p>1. I do things in order of priority.</p> <p>2. I accomplish what needs to be done during the day.</p> <p>3. I always get assignments done on time.</p> <p>4. I feel I use my time effectively.</p>	<p>The instruments were tested by Manha (2015)</p>

	<p>5. I tackle difficult or unpleasant tasks without procrastinating.</p> <p>6. I force myself to make time for planning.</p> <p>7. I prepare a daily or weekly "to do" list.</p> <p>8. I prioritize my list in order of importance, not urgency.</p> <p>9. I am able to meet deadlines without rushing at the last minute.</p> <p>10. I keep up-to-date on my work.</p> <p>11. I prevent interruptions from distracting me from high priority tasks.</p> <p>12. I avoid spending too much time on small matters.</p> <p>13. I plan time to relax and be with friends in my weekly schedule.</p> <p>14. I have a weekly schedule on which I record fixed commitments such as classes and work hours.</p> <p>15. I try to do the most important tasks during my most energetic periods of the day.</p> <p>16. I periodically re-assess my activities in relation to my goals.</p> <p>17. I have discontinued any wasteful or unprofitable activities or routines.</p> <p>18. I am satisfied with the way I use my time.</p>	
<p>E</p> <p>Academic</p>	<p>1. My goal is to do my best, even if others doing better.</p>	<p>The instruments were tested by</p>

Performance	<p>2. I am able to contribute with good ideas in class.</p> <p>3. I am more concerned with improving from week to week than I am in doing better than others in class.</p> <p>4. I want to get good grades on quizzes, test, assignment and project.</p> <p>5. I can improve my understanding on the subject or course every week.</p> <p>6. I can increase my mental abilities through the learning process.</p> <p>7. I feel I am able to communicate effectively when I need to present in class.</p> <p>8. I am able to relate the material that I am learning to my job or work.</p> <p>9. My studies have changed my view about many things.</p> <p>10. I am able to get good grades on examination.</p> <p>11. I am able to understand and increase my knowledge on the content of the course.</p> <p>12. I am able to do my assignment and submit on time.</p> <p>13. I am able to think critically.</p> <p>14. I am able to help my classmate with difficult learning or task.</p> <p>15. I have got high score for quizzes, test, or</p>	Balbalosa (2009)
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	individual assignment.		
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3.7 DATA COLLECTION

The data is collected via survey questionnaires which were distributed by the researcher personally and waited for them working postgraduate students in Othman Yeop Abdullah (OYA) Faculty, Universiti Utara Malaysia to answer. Each and every respondent was required to answer each of the questions in the questionnaire. Explanation regarding the questionnaires was given orally to attain the respondents' cooperation and to give the general idea of research. The researcher only needs a week to collect the questionnaire from the respondents.

3.8 DATA ANALYSIS

The data was analyzed through the Statistical Package for Social Science (SPSS) software version 22.0. This study obtains the descriptive statistics for the interval-scaled item like frequency. Apart from that, data will also interpreted by correlation in order to test the hypothesis.

Table 3.5 : *Data Analysis Plan*

Research Question	Test
I. Does stress has relationship with academic performance?	Multiple regression & correlation
II. Does workload has relationship with academic performance?	Multiple regression & correlation
II. Does time management has relationship with academic performance?	Multiple regression & correlation

3.9 RELIABILITY ANALYSIS

Validity refers to the result of the test itself (Salkind, 2012). It is conducted to set up the trustworthiness of result from a test or an assessment tool. Besides, one of the validness that can be used was content validity. Content validity means to measure of how well the item represent the entire universe of items.

Questionnaire is more practical and large amounts of information can be collected from a large number of people in a short period of time and in a relatively cost effective way (Salkind, 2012). Furthermore, it also can be carried out by the researcher or by any number of people with limited affect to its validity and reliability. Moreover, the result of the questionnaires can usually be quickly and easily quantified by either a researcher or through the use of a software package and also can be analyzed more 'scientifically' and objectively than other forms of research. Reliability test is being conduct by Cronbach's Alpha to make sure the instrument is valid and accurate. The strength of the Cronbach's Alpha is shown in the table below:

Table 3.6

Rules of Thumb about Cronbach's Alpha Coefficient Size

Alpha Coefficient Range	Strength of Association
0 - 0.59	Worst
Alpha Coefficient Range	Strength of Association
.6 - 0.69	Acceptable
0.7 - 0.79	Good
0.8 - 0.89	Very good
0.9 - 0.99	Excellent
1.0	Perfect

Thirty set of questionnaires were distributed to the respondent at School of Technology Management and Logistic (STML), UUM. A pilot test was conducted by using reliability analysis because to be the evidence to ensure the consistent measurement across time. After conducting reliability test, the result showed in table 3.5. The finding of this study is considered as acceptable, very good and reliable, thus it can be used as future reference.

Table 3.7

Reliability test

Variable	N of Items	Cronbach's Alpha
Stress	12	0.650
Workload	6	0.571
Time management	18	0.800
Student performance	15	0.811

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CHAPTER 4

FINDINGS

4.1 INTRODUCTION

This chapter shows the result of data that have been analyzed using the method as explained in previous chapter. It is divided into three major sections namely demographic profile, reliability analysis and hypothesis testing. Results will illustrate the list of findings on relationship of stress, workload and time management towards academic performance among working postgraduate's student in Othman Yeop Abdullah (OYA), UUM. By running the data through SPSS version 22, the purpose of this chapter is to discuss the finding for this research. This chapter describes about the finding that found after collected the data and analysed. 110 questionnaires were distributed to the respondent at School of Othman Yeop Abdullah UUM.

4.2 SURVEY RETURN RATE

Table 4.1: Survey Return Rate

No of distributed Questionnaire	No of received Questionnaire	No of accepted Questionnaire	No of Rejected Questionnaire
110	105	103	0

The questionnaire was distributed to 110 among working postgraduate student at School of Othman Yeop Abdullah, UUM. The respondents were given 10 minutes to complete the questionnaire. After they are collected, a total of 103 responses were return which is enough to fulfill the requirement of sampling size from Krejcie and Morgan (1970).

4.3 DEMOGRAPHIC DATA

Table 4.2: Frequency distribution of respondents by gender

	Frequency	Percentage (%)
Male	43	41.7
Female	60	58.3
Total	103	100

The Table 4.2 shows respondent from working postgraduates students at School of Othman Yeop Abdullah, UUM There were 103 respondents. 43 respondents (41.7%) were male and 60 respondents (58.3%) are female. So, the most contribution in this study is female postgraduate students.

Table 4.3: Frequency Distribution of respondents by age.

	Frequency	Percent(%)
31 – 40 years old	37	35.9
21 – 30 years old	53	51.5
41 – 50 years old	13	12.6
Total	103	100.0

The age of participants were divided by three groups. Based on the table 4.3 above, it shows that 37 respondents (35.9%) were students between 31 – 40 years old. Then, 53 respondents (51.5%) were students from 21- 30 years old while 13 respondents (12.6%) around 41 – 50 years old. From the data, the major contribution is respondents around 21- 30 years old.

Table 4.4: Frequency distribution by Marital Status

	Frequency	Percent (%)
Married	43	41.7
Single	57	55.3
Divorce/ Widow	3	2
Total	103	100

Table 4.4 shows the frequency of the marital status among the respondent of working postgraduate student. The majority of respondents were single that represents 57 respondents (55.3%) of the sample. Meanwhile 43 respondents (41.7%) were married and 3 respondents (2%) were divorce or widow.

Table 4.5: Frequency distribution by Working Period.

	Frequency	Percent (%)
7 – 9 years	30	29.1
4- 6 years	19	18.5
1 - 3 years	54	52.4
Total	103	100

Table 4.5 shows that, majority of the respondents have worked for 7 – 9 years. This represents 16 respondents (53.3%) of the sample. Meanwhile 7 respondents (23.3%) worked for 4 – 6 years and 7 respondents (23.3%) also worked for 1- 3 years.

Table 4.6: Frequency distribution of Occupation

	Frequency	Percent (%)
Private Sector	50	48.5
Public Sector	45	43.7
Entrepreneur	8	7.8
Total	103	100.0

For table 4.6 above shows the occupation of the working postgraduate student in School of Othman Yeop Abdullah (OYA). The highest of percentage was from private sector 48.5% (50 respondents), meanwhile the second highest is from public sector 43.7% (45 respondents) and the lowest percentage from entrepreneur is 7.8 % (8 respondent).

Table 4.7: Frequency distribution of Current CGPA

	Frequency	Percent (%)
Between 2.50 – 2.99	6	5.8
Between 3.00 – 3.49	42	40.8
Between 3.50 – 4.00	53	51.4
Total	103	100.0

Table 4.7 shows the current CGPA of the respondent and the majority of the respondents get CGPA between 3.50- 4.00 with 51.4% (53 respondents). Meanwhile 42 respondents (23.3%) get CGPA between 3.00-3.49 and 6 respondents (5.8%) get the lowest CGPA between 2.50-2.99.

Table 4.8: Frequency distribution of Financial Support

	Frequency	Percent (%)
Education Loan	19	18.4
Scholarship	15	14.6
Self-Funded	69	67.0
Total	103	100.0

Table 4.8 shows the frequency of Financial Support among working postgraduate student in School of Othman Yeop Abdullah (OYA). The highest percentage was from self – funded 67.0% (69 respondents), the second highest was by education loan 18.4% (19 respondents). Meanwhile, the lowest percentage was from scholarship support 14.6% (15 respondents).

4.4 RELIABILITY DATA OF FINAL STUDY.

To address reliability, Cronbach's Alphas were calculated for each independent and dependant variable. This test was applied to verify consistency of variables before proceed to further analysis. The estimate of internal consistency reliability is commonly used to measure reliability, while there is no set standard for reliability appropriate. Generally it indicates that scales with a coefficient between 0.80 and 0.95 are considered to have a very good reliability. Scale with coefficient a between 0.70 and 0.80 are considered to have good reliability and the value between 0.60 and 0.70 indicates fair reliability. When the coefficient is below 0.60, the scale has poor reliability. In this study an estimate of ≥ 0.60 can be considered sufficient for the purposes study of this study.

4.9: Summary table of Reliability Analysis based on the Final Study

Variable	No. of Items	Cronbach's Alpha
Stress	12	.895
Workload	6	.732
Time Management	18	.894
Student Performance	15	.930

Table 4.9 indicates the reliability analysis for each variable. The reliability estimates to score responses were reported with a normative sample (N=103) of individuals from different sector in the occupation such as private and public sector. The internal consistency reliability estimates the dimension of stress is 0.895 alpha. Then, the reliability estimates the dimension of workload is 0.732 alpha. While, the reliability estimates of time management is 0.894 alpha. Scores on the student performance scale have been found to have an overall internal consistency reliability of 0.930 alpha. Based on the result above, it can be examine the internal consistency (s) value between 0.60 and 0.80 indicates very good reliability among the all variables.

4.5 DESCRIPTIVE STATISTIC.

This section was designed to obtain and knowledge about the elements of stress, workload and time management toward academic performance. This section was designed to measure the mean and standard deviation of variables. This section also was divided into 5 section which is section A,B,C,D and E respondents were required to rate their state of agree or disagree statement using 5 point of Likert Scale such as 1 – Strongly Disagree, 2 – Disagree, 3 – Uncertainty, 4 – Agree and 5 – Strongly Agree.

Table 4.10: Descriptive Statistic of Variable.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Stress	10	1.6	5.0	3.471	.76577
Workload	10	2.0	5.0	3.530	.69731
Time management	10	2.0	4.7	3.722	.55082
Student performance	10	2.0	5.0	3.974	.56961
Valid N (listwise)	10				

Table 4.10 shows the descriptive statistic for each variable. It indicates the Maximum, Minimum, Mean (M), standard Deviation (SD). The highest mean was student performance (M= 3.9748, SD= 0.5961). Second highest mean was time management (M= 3.7228, SD= 0.55082). This followed by workload (M=3.530, SD= 0.69731) and the lowest mean was stress (M=3.4717, SD = 0.76577). Thus, mean value above 3.00 indicates that the respondents are fulfill the requirement with the current situation.

4.6 CORRELATION ANALYSIS

The correlation analysis is to measure the strength of the linear relationship between numerical variables, which is independent variable and dependant variable. In this situation the goal is not to use one variable to predict another but to show the strength of the linear relationship that exists between the variables.

Table 4.11: Correlation analysis between stress and academic performance

Correlations		Stress	Student Performance
Stress	Pearson Correlation	1	.266**
	Sig. (2-tailed)		.007
	N	103	103
Student Performance	Pearson Correlation	.266**	1
	Sig. (2-tailed)	.007	
	N	103	103

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.11 above shows the small correlation analysis between stress and student performance. The result indicate that there is small significant relation exists between stress and academic performance ($r = 0.007$, $p < 0.05$). Therefore, stress is associated with the academic performance of working postgraduate student at School of Othman Yeop Abdullah (OYA). As so, null hypothesis is rejected.

Table 4.12: Correlation analysis between workload and academic performance

Correlations		Workload	Student Performance
Workload	Pearson Correlation	1	.435**
	Sig. (2-tailed)		.000
	N	103	103
Student Performance	Pearson Correlation	.435**	1
	Sig. (2-tailed)	.000	
	N	103	103

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.12 above shows the moderate correlation analysis between workload and academic performance. The result indicate that there is moderate significant relation exists between workload and academic performance ($r = 0.000$, $p < 0.05$). Therefore, workload is associated with the academic performance of working postgraduate student at School of Othman Yeop Abdullah (OYA). As so, null hypothesis is rejected.

Table 4.13: Correlation analysis between time management and academic performance

Correlations		Time Management	Student Performance
Time Management	Pearson Correlation	1	.455**
	Sig. (2-tailed)		.000
	N	103	103
Student Performance	Pearson Correlation	.455**	1
	Sig. (2-tailed)	.000	
	N	103	103

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.13 above shows the moderate correlation analysis between time management and academic performance. The result indicate that there is moderate significant relation exists between time management and academic performance ($r = 0.000$, $p < 0.05$). Therefore, time management is associated with the academic performance of working postgraduate student at School of Othman Yeop Abdullah (OYA). As so, null hypothesis is rejected.

4.7: Regression Analysis

Multiple regressions are the procedure that includes one dependant variable with two or more independent variables. In other words, the test is used to assess simultaneous impact of many independent variables on a dependant variable. These procedures help the researcher to understand how much of the variance in the dependent variable is interpreted by a set of independent variables. (Cavan et. al., 2001).

The multiple regression were carried out to determine the independent variables as well as contribution of these predictors, stress, workload and time management in academic performance as dependant variable. The finding of multiple regression on statistic assessment are illustrated in table 4.14.

Table 4.14: Regression between Stress and Student performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.266 ^a	.071	.061	.74192

a. Predictors: (Constant), Student Performance

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.218	1	4.218	7.663	.007 ^b
	Residual	55.595	101	.550		
	Total	59.813	102			

a. Dependent Variable: Stress

b. Predictors: (Constant), Student Performance

Table 4.15 shows that stress is significant as predictor indicate that $R = 0.266$ and the R Square indicate the 0.71 is significant by independent variable. For the Adjusted R Square are significant 0.61 values. Meanwhile the ANOVA table indicates that there a significant relationship between stress and student performance among working postgraduate student which is represented ($F = 7.663, p < 0.05$).

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	2.053	.518		3.964	.000
Studenperformance	.357	.129	.266	2.768	.007

a. Dependent Variable: Stress

Table coefficients indicate that the regression of the variable followed by the testing the hypothesis:

H_1 : There is a significant relationship between stress and student performance among working postgraduate student in School of Othman Yeop Abdullah (OYA).

It can answered that stress on student performance ($b = 0.266, p < 0.05$). Based on the value it can be hypotheses that stress and student performance has small significant relationship. The result is failed to reject the hypotheses.

Table 4.15: Regression between Workload and Student Performance**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.435 ^a	.189	.181	.63088

a. Predictors: (Constant), Student performance

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	9.398	1	9.398	23.611	.000 ^b
Residual	40.199	101	.398		
Total	49.597	102			

a. Dependent Variable: Workload

b. Predictors: (Constant), Student performance

Table 4.15 shows that workload is significant as predictor indicate that R 0.435^a and the R Square indicate the 0.189 is significant by independent variable. For the Adjusted R Square are significant 0.181 values. Meanwhile the ANOVA table indicates that there a moderate significant relationship between workload and student performance among working postgraduate student which is represented ($F = 23.611, p < 0.05$).

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.413	.440		3.208	.002
	Student Performance	.533	.110	.435	4.859	.000

a. Dependent Variable: Workload

Table coefficients indicate that the regression of the variable followed by the testing the hypothesis:

H₂: There is a significant relationship between workload and student performance among working postgraduate student in School of Othman Yeop Abdullah (OYA).

It can answered that workload and student performance ($b = 0.993$, $p < 0.05$). Based on the value it can be hypothesises that workload and student performance has moderate significant relationship. The result is failed to reject the hypotheses.

Table 4.16: Regression between Time Management and Academic performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.455 ^a	.207	.199	.49290

a. Predictors: (Constant), STUDENT PERFORMANCE

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.410	1	6.410	26.382	.000 ^b
	Residual	24.538	101	.243		
	Total	30.948	102			

a. Dependent Variable: Time Management

b. Predictors: (Constant), Student Performance

Table 4.17 shows that stress is significant as predictor indicate that $R = 0.455^a$ and the R Square indicate the 0.207 is significant by independent variable. For the Adjusted R Square are significant 0.199 values. Meanwhile the ANOVA table indicates that there a moderate

significant relationship between time management and student performance among working postgraduate student which is represented ($F = 26.382, p < 0.05$).

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.974	.344		5.737	.000
STUDENPERFORMAN CE	.440	.086	.455	5.136	.000

a. Dependent Variable: Time management

Table coefficients indicate that the regression of the variable followed by the testing the hypothesis:

H₃: There is a significant relationship between time management and student performance among working postgraduate student in School of Othman Yeop Abdullah (OYA).

It can answered that time management on student performance ($b = 0.455, p < 0.05$). Based on the value it can be hypotheses that workload and student performance has a moderate significant relationship. The result is failed to reject the hypotheses.

4.8 SUMMARY

This chapter had presented the result of the data analysis. The result had been obtained using SPSS version 22.0. The data analysis was carried out using the descriptive, frequency, reliability, Pearson Correlation and Multiple regression to the literature review. It will discuss in depth of the major finding and conclusion of the research project.

CHAPTER FIVE

DISCUSSION, CONCLUSION, AND RECOMMENDATION

5.1 INTRODUCTION

This chapter concludes of the study conducted on the relationship between stress, workload, time management and academic performance among working postgraduate students at School of Othman Yeop Abdullah (OYA), UUM. These chapters highlight the conclusion to the whole study. There are made based on the findings on chapter four.

5.2 DISCUSSION

The purpose of this study is to identify the relationship between stress, workload, and time management on student performance.

1. Is there a relationship between stress and academic students' performance?

It can be concluded that, the result shows there was a positive and significant relationship between stress and academic students' performance. This can be enlightened that stress give an impact on part time students' performance in term of academic whether they can perform well or not. They need to balance their work, life and also academic learning. Therefore, the hypothesis 1 is supported with independent variable and dependent variable. This result was consistent with the previous study. According to Delargy and Chatten (2005), stress can lead to poor performance. Other than that, stress also increased the level of work-life conflict and affected the performance (Salkind, 2012). Usually, majority part time student in school of OYA tried their best in order to balance their responsibility at work and also as a student. Then, when the student reach a fatigue fatigue point and stress

occur, performance levels starts to decline. The ultimate end of overwhelming stress, called burnout, can be exhaustion, ill- health or breakdown. Enthusiasm in learning also decreases among part time students.

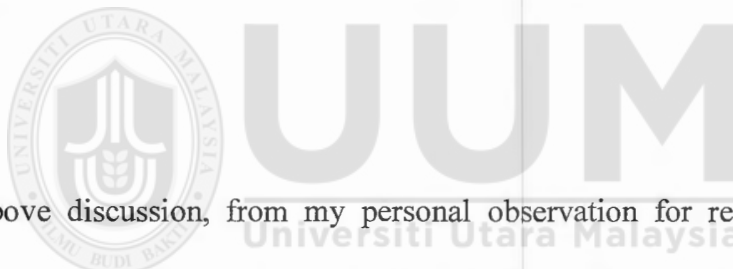
2.Is there a relationship between workload and academic students' performance?

As a conclusion based on the result, it can be concluded that there is positive and significant relationship between workload and academic students' performance. This can be explained that, workload did affect on part time academic students' performance because they cannot manage their work well and did cause them to fail in order to ensure all their work are done. Therefore, the hypothesis 2 is supported with independent variable and dependent variable. This result was consistent with the previous study, according to Young et.al (2013), workloads was related and affect the performance. Hence, for part time students in school of OYA, the results are significant. Workload does affect part time academic students' performance because, they often feel exhausted when doing the assignments as well as preparing themselves for final due to hectic day at office during the day time that makes them cannot focus on night day to complete their academic stuffs. In conjunction with that, they cannot perform very well on their assignments and lack to produce quality assignments for the assessment. This will influence their result on particular semester.

3. Is there a relationship between time management and academic student performance?

It can be conclude that, the result shows there is a relationship between time management and academic students' performance. This can be enlightened that time management give an impact on part time students' performance either they can manage their time well with

their responsibility at work, personal or family and as a student. Time management is one of the important components as a working student because they need to be good at manage their time and schedule. Therefore, the hypothesis 3 is supported with independent variable and dependent variable. This result was consistent with the previous study. A good time management strategies help people to perform and give a good performance in their daily task, project and routines (Wu and Passerni, 2013). Other than that, according to Delargy and Chatten (2006), poor time management can create poor performance. This study showed that, part time students in school of OYA have a good time management skills in organize their work, learning and also personal life efficiently. They can manage time well and finish tasks ahead of deadlines, without last-minute scrambling or sacrificing work and study quality.



Based on all above discussion, from my personal observation for recommendation is students who are overworked, need to communicate to the employer that they are currently pursuing masters level education, so that the employer might be more lenient with them. Likewise, it is encourage to their supervisor to know their situation which is they are working students. For example, the particular students need to re-take a test because their job make them work overtime and when they originally plan to study for that test. Things like this happens and can certainly cause some heavy stress. Hence, it is important for the students to communicate with their lecturers any constrain that makes them cannot attend or perfectly score for the test.

5.4 LIMITATION

The type of this research was correlation. The researcher examined the relationship between stress, workload, and time management on student performance among part time students in UUM. This study is limited to only part time student under School of Othman Yeop Abdullah (OYA) only. This research only focused on part time students under OYA only because of the limitation of the time. A great deal of effort has been put on the data collection and analysis. Other than that, data collection having a problem because students generally are not serious when answers the questions and providing the responses.

5.5 RECOMMENDATION FOR FUTURE RESEARCH

1. This study has the potential value for future research. To ensure representative, the research should not focus in one school only. It should be replicated to cover a bigger sampling frame and the result should be compared to those found in this study.
2. Next, for the purpose of the future study and in order to get much better result, the sample size of the respondent can be increased. This will enable researchers to increase more data in order to make sure that the study is more valuable and reliable.
3. This research can be expanded to other students from a different level of study such as PhD and degree part time students to define more perceptions of them in the components of stress, workload and time management in their life. Besides that, it will also can develop other methods of data collection like interviews for make the findings of the study will more perfect and strength.

5.6 CONCLUSION

Based on the study that was conducted, it was found that the elements or components in stress, workload, and time management have been important relationship on part time academic students' performance and they have a positive respond from the respondent. They has been found to be important things to ensure working students can manage their responsibility well and they can achieve what they want. Finding a suitable balance between work and daily living is a challenge that all part time students. An important aspect of work-life balance is the amount of time, handling with stress, workload, personal responsibilities and other.



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